

Directions for the Plan for School Improvement Template:

All Low Performing schools must submit a plan for school improvement to NCDPI for review. The following document is an optional template to record a school's plan for improvement.

Once completed, this document or the school's choice of a Plan for Improvement document must be uploaded to <http://www.rep.dpi.state.nc.us/app/dstplan>.

Please note: The following MS Excel Workbook includes cells that contain formulas in order to allow information to populate on corresponding sheets. Thus, these **formula cells are locked** as well as the title cells. However, for the cells in which information (goals, strategies, action steps, etc.) will be entered, **the rows are able to be stretched** if the current row height of the cell is not sufficient.

To save the Excel file as a PDF, select File, Save As, and **select PDF under Save as Type**.

To save the entire Workbook as a PDF, **use the Options button to select Publish What > Entire Workbook**.

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Buncombe County	Erwin Middle School	110342	2015-2016
Principal Name (or Designee)	Chris Thompson	Principal Name (or Designee) Email	Chris.Thompson@bcsemail.org
School Mission	To collaborate with stakeholders to provide a safe, caring, rigorous and engaging learning environment that prepares all students to be High School, Career and College Ready.		
School Vision	We Value: Our role in developing citizenship and character, a commitment to high expectations for learning, diversity as a strength, the partnership between school and community, students and teachers as life-long learners, each child's individual strengths and contributions, positive connections with students to help them succeed.		
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			
<p><i>CAEMS is a diverse school that represents several distinct communities in one large district. Students come from a variety of backgrounds and represent distinct cultural sensibilities. Some live in a very rural, mountainous area of the county and belong to families engrained in local farming culture. Two large public housing developments are in our district – students from these areas have city zip code and urban cultural identity. Spanish speaking population influences our cultural diversity and we continue to see a rise in students from Eastern European families. The Erwin community has maintained a strong hold in the areas of agriculture, construction, auto mechanics as well as many service industry businesses. Family owned farms, construction companies as well as small shops and family owned restaurants are present within the community. The average income in 2005 was \$30,314 and in \$27,396 in 2013 (which is more than \$16,000 below the state average). 88.2 % of the population have a high school diploma or higher and 32.8% have a bachelor's degree or higher. In 2013 the unemployment rate for this community was 8.4%.</i></p> <p><i>A strong PBIS program continues to inform our school culture positively. We have seen a reduction in suspensions over 50% since the program was implemented four years ago. In 2014 and 2015 we were recognized as an exemplar PBIS school by the state while earning a SET score of 100% from outside evaluators. We have a strong TIPS team that uses a response to intervention model to identify and problem solve with our Tier 2 and Tier 3 students. Our monthly administrative teaming on kids meetings involve gathering counselors, administrators, district behavior specialists, EC department chairs and</i></p>			

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District Name:	School Name:	School Code:	Year:
Buncombe County	Erwin Middle School	110342	2015-2016

GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>Increase the percentage of proficient 7th and 8th grade students in math from (7th grade 38.2% to 46.2%) and (8th grade 38.9% to 48.3%)</i>	
	SBE Goal Alignment:	Goal 2: Every student has a personalized education.
	LEA Goal Alignment:	All students will graduate as high achieving and globally competitive learners with 21st century skills. Quality teachers, administrators and staff will provide innovative and effective
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	Has Begun

GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>Increase the percentage of proficient 7th and 8th grade students in ELA from (7th grade 48% to 55%) and (8th grade 41.9% to 46%)</i>	
	SBE Goal Alignment:	Goal 2: Every student has a personalized education.
	LEA Goal Alignment:	Administrators, and staff will provide an innovative and effective educational program for all s
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	Has Begun

GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>Increase student access to grade-level standards instruction by reducing the number of out of school suspension days school-wide by 10% from 511 days to 460.</i>	
	SBE Goal Alignment:	Goal 5: Every student is healthy, safe, and responsible
	LEA Goal Alignment:	All learning environments will be safe, respectful, caring, and will produce healthy and responsible students.
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	Has Begun

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GOAL #1:	<i>Increase the percentage of proficient 7th and 8th grade students in math from (7th grade 38.2% to 46.2%) and (8th grade 38.9% to 48.3%)</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Integrate the BCS Instructional Framework and learning targets daily into all math classroom lessons . 7th grade math teachers will work directly with instructional coaches, math coach and district level math specialists (PLC Professional Development Consultation to increase rigor, understanding and knowledge of the required math standards for grade 7</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Learning Targets and daily agenda posted in all classrooms each day . Classroom walk-thrus will be conducted and feedback will be provided weekly. Teachers/PLC teams will create and share PLC notes using a google document. Provide intensified professional development, which will be evaluated thru pre and post assessments based on relevant content standards. all 7th</i>		
	Evidence: (Identify documents and artifacts)	PLC notes (google documents), learning targets and classroom agendas posted daily in all math classes, learning walk data provided to teachers, common assessment data, and	
	Person(s) Responsible:	Principal, Assistant Principals, Math Coach, Instructional 7th grade, 8th grade Math Teachers	
	Timeline:	October 2015 - June 2016	
	Budge Amount: (if applicable)	y sub \$60.00 x 5 teachers \$	Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Provide more students with access to grade-level standards instruction with more rigor on a daily basis by moving to a full inclusion model.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Students will be scheduled in the regular educational classroom that will be co-taught by regular education and special education teachers. WIN time will be used for those students that did not demonstrate proficiency on specific standards. Impact on student achievement will be measured thru this reteach/retest method. Collaboration with regular education and special education</i>		
	Evidence: (Identify documents and artifacts)	PLC notes (google documents), learning targets and classroom agendas posted daily in all math classes. Learning walk data will be provided to teachers. benchmark common	
	Person(s) Responsible:	Principal, Assistant Principals, Math Coach, Instructional, Math Teachers	
	Timeline:	October 2015 - June 2016	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
Strategy #3: Describe the strategy that will support this goal	<i>Create a comprehensive program that allows for daily remediation/enrichment that focuses on the math rigor, standards and math learning targets</i>		

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Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Require all 7th grade math teachers to give a common assessment at the end of each unit. Math teachers will discuss the common assessment within 3 instructional days of giving and make a remediation plan appropriate to the needs of the students.</i>			
	Evidence: (Identify documents and artifacts)	Student assessment data, PLC notes (google docs), remediation plans, students' current grades, teacher lesson plans,		
	Person(s) Responsible:	Principal, Assistant Principals, Math Coach, Instructional Coaches, Teachers,		
	Timeline:	October 2015 - June 2016		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	

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GOAL #2:	<i>Increase the percentage of proficient 7th and 8th grade students in ELA from (7th grade 48% to 55%) and (8th grade 41.9% to 46%)</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Integrate the BCS Instructinoal Framework and learning targets daily into classroom lessons and our 8th grade ELA teachers will work directly with instructional coaches, ELA coach and district level ELA specialists (PLC Professional Development Consultant) to increase rigor, understanding and knowledge of the required ELA standards for 8th grade teachers</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Learning Targets and daliy agenda posted in all classrooms each day, pre and post assessment data, teacher walk feedback provided, PLC notes (google docs), remediation plans based around student assessment data collected, PLC professional development training for 8th grade ELA teachers, collaboratively working with instructional coaches, literacy coach and district</i>		
	Evidence: (Identify documents and artifacts)	PLC notes (google docs), learning targets and classroom agendas post daily in all ELA classes, learning walk data provided to teachers, common assessments, remediation plans based on	
	Person(s) Responsible:	Principal, Assistant Principals, Literacy Coach, Instructional Coaches, 8th grade ELA teachers	
	Timeline:	October 2015 - June 2016	
	Budge Amount: (if applicable)	day sub\$60.00 x 5 is \$300	Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Provide more students with access to grade-level standards instruction with more rigor on a daily basis by moving to a full inclusion model.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Students will be scheduled in the regular educational classroom that will be co-taught by regular education and special education teacher. WIN time will be used for those students that need additional ELA support. Collaboration with regular education and special education teacher. PLC inclusion for EC teachers with ELA teachers. PD for EC teachers that centers on PLC's and ELA</i>		
	Evidence: (Identify documents and artifacts)	Lesson plans, PLC notes (google documents), student progress reports, teacher walk-thru data, Newsela student assessment data, Unpacking Standards organizers from PLC, PLC and	
	Person(s) Responsible:	Principal, Assistant Principals, Literacy Coach, Instructional Coaches, teachers (regular ed and special ed), counselors.	
	Timeline:	October 2015 - June 2016	
	Budge Amount: (if applicable)	Newsela subscription	Budget Source: (if applicable)
Strategy #3: Describe the strategy that will support this goal	<i>Create a comprehensive program that allows for daily remediation/enrichment that focuses on the ELA standards and ELA learning targets</i>		

School Plan for Improvement

Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Require all 8th grade ELA teachers to give a common assessment at each unit. ELA teachers will discuss the common assessment within 3 instructional days of giving and make a remediation plan appropriate to the needs of the students. Remediation plans</i>			
	Evidence: (Identify documents and artifacts)	Student assessment data, PLC notes (google docs), remediation plans, students' current grades, teacher lesson plans,		
	Person(s) Responsible:	Principal, Assistant Principal, Literacy Coach, Instructional Coaches, Teachers		
	Timeline:	October 2015 - June 2016		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	

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District Name:	School Name:	School Code:	Year:
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GOAL #3:	<i>Increase student access to grade-level standards instruction by reducing the number of out of school suspension days school-wide by 10% from 511 days to 460.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Continued application and revision of our PBIS program including student rewards, triple A cards, wristbands for positive behavior. To include monthly reports of data with staff.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Monthly PBIS team meetings that are student centered, PBIS classroom lessons that are taught(minimum of 1 per 9 week period), PBIS reward activities, review of Educator Handbook data. The School Improvement Team will monitor the SIP to determine if revisions to the plan and timelines need to be made. These revisions will be based on current discipline data from Educator's</i>		
	Evidence: (Identify documents and artifacts)	Discipline referrals, Attendance data, PBIS AAA (Triple A cards) earned, wristbands given to students,	
	Person(s) Responsible:	All school staff	
	Timeline:	October 2015 - June 2016	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Monthly administrative and teacher teaming on students meetings in which Educator Handbook system data, academic performance, attendance and discipline are used to identify, review and apply individual strategies for PBIS Tier 2 and 3 students.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Weekly and bi-weekly meetings with Administration, Counseling Department, teachers and EC support staff. Utilizing Educator's Handbook data to look at trends (time of day, day of the week, subject area, offense type, and students) and develop and implement strategies that will assist in moving students from Tler 3 to Tier 2 and from Tier 2 to Tier 1. Collaborating with staff</i>		
	Evidence: (Identify documents and artifacts)	Educator's Handbook data, attendance data, academic data from teachers, notes from teaming on kids,	
	Person(s) Responsible:	All school staff	
	Timeline:	October 2015 - June 2016	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
Strategy #3: Describe the strategy that will support this goal	<i>Collaborating with district and community organizations and developing volunteer led before, during and afterschool programs that will provide mentorship, tutoring opprotunities, club involvement and create a positive culture of belonging for students.</i>		

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Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Collaboration with community organizations (The United Way and YMCA) in developing the Community School and EWRS (Early Warning and Response System) which works with at risk students based on possible failing grades, multiple discipline referrals</i>			
	Evidence: (Identify documents and artifacts)	Monthly notes from Resource Team Meetings, academic data, attendance data, discipline data, volunteer hours, club information, students enrolled in afterschool programs		
	Person(s) Responsible:	Principal, Assistant Principal, School Counselors, Social Worker, Teachers, Behavioral Specialist, United Way Resource Coordinators, Members of the United Way Resource Team,		
	Timeline:	October 2015 - June 2016		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	